

# SENATE BILL REPORT

## 2SSB 5955

---

---

As Amended by House, April 18, 2007

**Title:** An act relating to educator preparation, professional development, and compensation.

**Brief Description:** Regarding educator preparation, professional development, and compensation.

**Sponsors:** Senate Committee on Ways & Means (originally sponsored by Senators Tom, McAuliffe, Kauffman, Oemig, Kilmer, Eide, Kohl-Welles and Rasmussen).

**Brief History:**

**Committee Activity:** Early Learning & K-12 Education: 2/08/07, 2/22/07 [DPS-WM, DNP, w/oRec].

Ways & Means: 2/26/07, 3/05/07 [DP2S, w/oRec].

Passed Senate: 3/09/07, 40-8.

---

### SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

**Majority Report:** That Substitute Senate Bill No. 5955 be substituted therefor, and the substitute bill do pass and be referred to Committee on Ways & Means.

Signed by Senators McAuliffe, Chair; Tom, Vice Chair; Eide, Hobbs, Kauffman, Oemig, Rasmussen and Weinstein.

**Minority Report:** Do not pass.

Signed by Senator Holmquist, Ranking Minority Member.

**Minority Report:** That it be referred without recommendation.

Signed by Senators Brandland, Clements, Hewitt and Zarelli.

**Staff:** Susan Mielke (786-7422)

---

### SENATE COMMITTEE ON WAYS & MEANS

**Majority Report:** That Second Substitute Senate Bill No. 5955 be substituted therefor, and the second substitute bill do pass.

Signed by Senators Prentice, Chair; Fraser, Vice Chair, Capital Budget Chair; Pridemore, Vice Chair, Operating Budget; Brandland, Carrell, Fairley, Hatfield, Hobbs, Honeyford, Keiser, Kohl-Welles, Oemig, Rasmussen, Regala, Roach, Rockefeller and Tom.

**Minority Report:** That it be referred without recommendation.

Signed by Senators Zarelli, Ranking Minority Member; Parlette and Schoesler.

---

*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

**Staff:** Bryon Moore (786-7726)

**Background:** In 2005, the Legislature created a steering committee (Washington Learns) comprised of legislators, the Governor, and others, and three sector advisory committees on which legislators and others served. The steering and advisory committees were directed to conduct a comprehensive study of early learning, K-12, and higher education; to develop recommendations on how the state can best provide stable funding for early learning, public schools, and public colleges and universities; and to develop recommendations on specified policy issues. The steering committee submitted an interim and a final report with recommendations to the Legislature.

**Summary of Second Substitute Bill:** A portion of the Washington Learns recommendations addressing a state leadership academy, teacher preparation and certification programs, teacher professional development programs, and bonuses for teachers are implemented.

A public-private partnership is established to develop, pilot, and implement the Washington State Leadership Academy. The partnership will include the Office of Superintendent of Public Instruction (OSPI), the Association of Washington School Principals, the Professional Educator Standards Board (PESB), institutions of higher education, nonprofit foundations, the Washington Association of School Administrators, the Educational Service Districts (ESDs), and others the partners choose. The partners must designate an independent organization to act as a fiscal agent and establish a board of directors. The board of directors of the academy must make recommendations for changes in superintendent and principal preparation programs, the administrator licensure system, and continuing education requirements. Initial development of the courses and activities must be supported by private funds. The board of directors must report to OSPI semi-annually on financial contributions and annually on services, participants, and plans for future development. Within specified timelines, PESB must complete the following tasks: adopt new math knowledge and skill standards for all individuals seeking an initial teaching certificate; adopt new teacher certification requirements addressing mathematics content for elementary or middle school teachers and high school mathematics teachers; set performance standards and develop a uniform, external professional-level teacher certification assessment; and review and revise teacher preparation program requirements to focus on diversity in cultural knowledge and respect.

The two learning improvement days currently funded in the omnibus appropriation act are placed into statute. Learning improvement days are not part of the Legislature's definition of "basic education." The professional development provided through the learning improvement days in the 2007-09 biennium will be for all teachers, with the focus on mathematics and science, except for middle and high school language arts teachers, who will have a focus on reading knowledge and instructional skills. The focus may be adjusted in subsequent years. School districts must report on the learning improvement days.

OSPI and ESDs must partner to deliver several professional development programs. Professional development services specifically identified by statute or the budget become part of core funding for ESDs.

During the 2007-09 biennium, a total of forty teachers from middle and high schools will receive professional development to implement a specialized science technology, engineering, and mathematics curriculum in their school.

The National Board for Professional Teaching Standards (NBPTS) certification bonus is established in statute and is increased from an annual bonus \$3,500 (as specified in the omnibus appropriation act) to \$5,000 in the 2007-08 school year. In subsequent school years, the amount will be increased by inflation. An additional bonus of \$5,000 is available for individuals with NBPTS certification who teach in a high poverty school based on the school having over 70 percent of the students eligible for free or reduced price lunch.

**Appropriation:** None.

**Fiscal Note:** Requested on February 7, 2007.

**Committee/Commission/Task Force Created:** Yes.

**Effective Date:** Ninety days after adjournment of session in which bill is passed.

**Staff Summary of Public Testimony (Early Learning & K-12 Education):** PRO: This bill is about putting a quality teacher in the classroom. Leadership academy is a public-private partnership to help our school and district leaders model activities and practices to bring others along with them. Please include the private teacher preparation colleges in this bill. Specific tasks are given to the PESB to develop teachers in math, diversity, cultural knowledge, and respect. A new structure for delivering professional development programs as a statewide system is provided through a partnership between OSPI and the ESDs so that teachers in rural and remote districts have the same opportunity as urban and suburban districts. It is important that this will become part of the core services of the ESDs to sustain this effort. There is time provided for professional development for all math and science teachers but also special provisions for bringing rigor to our schools. Forty teachers will be given hands-on training in project-based curriculum, like Project Lead the Way. A meaningful bonus is provided to teachers who obtain National Board certification and additional resources for those National Board certified teachers who commit to serve in our most struggling schools. We need a new pay structure that recognizes teacher expertise, conditions under which teachers work, and how the state can best support them. This bill will do that and develop a plan for moving from where we are to the new structure and creates a way to compare our salaries with other states. Please include Washington Association of Business Officials in the bill.

OTHER: There are current programs for professional development that don't raise concerns and could be used. The pro-cert assessment must clearly show that the teacher is moving forward in growth. Many tasks are given to the PESB and they need staff to do them. The type of professional development needed for teachers is best determined at the local buildings and districts, not at the state level, although the state should support the professional development. It is good to get the National Board certification in statute but we oppose providing a bonus for the content of just math and science teachers because teaching is collegial and providing a bonus that not all can obtain is divisive. There is a need to look at the bonus in the high needs schools, but need to pay all the employees well in those schools. We also need to look at improving other working conditions within those schools. We support looking at the pay structure, but need to fully fund the pay structure to attract and retain teachers. We also need to do the same for classified staff. Not all teachers need the same level of math and science. Teaching is broad and one assessment of teaching is a

concern. A common rubric may be better. Please include private teacher preparation colleges in the bill.

**Persons Testifying (Early Learning & K-12 Education):** PRO: Senator Tom, prime sponsor; Judy Hartmann, Governor's Policy Office; Bill Kiem, Dana Anderson, ESD 113; Paul Rosier, Washington Association of School Administrators; Gary Kipp, Association of Washington School Principals; Mitch Denning, Alliance of Education Associations.

OTHER: Lucinda Young, Washington Education Association; Bob Cooper, Washington Association of Colleges for Teacher Education.

Signed In, Unable to Testify & Submitted Written Testimony: PRO: Nasue Nishida, Professional Educator Standards Board.

**Staff Summary of Public Testimony (Ways & Means):** PRO: This bill, along with the other Washington Learns legislation, is part of a comprehensive plan about putting a quality teacher in the classroom. Leaders are the key to school improvement and the leadership academy will allow the needed professional development opportunities for school administrators. By increasing the National Board bonus, the state will be rewarding the contribution that those teachers have in the classroom. The provisions related to the Professional Educators Standards Board are important. Please include the Washington Association of Business Officials in the bill. Private colleges should be included in various aspects of the bill.

OTHER: The provisions for additional bonuses for math and science are divisive. The professional development outlined in this and other legislation needs to be coordinated. The Legislature should look at possibly restoring some of the Governor's original proposal related to math and science professional development.

**Persons Testifying (Ways & Means):** PRO: Senator Tom, prime sponsor; Bob Cooper, Washington Association of Colleges for Teacher Education; Mitch Denning, Alliance of Education Associations; Barbara Mertens, Washington Association of School Administrators.

OTHER: Judy Hartmann, Governor's Policy Office; Lucinda Young, Washington Education Association.

**House Amendment(s):** Adds language providing guidance and expected outcomes for the learning improvement days in the omnibus appropriations act. Removes language specifying the content of the professional development for the 2007-09 biennium for middle and high school math, science, and language arts teachers.

Maintains the school district leadership academy. Maintains the requirements for the Professional Educator Standards Board to adopt new knowledge and skill standards for all teachers. Maintains the initiative to improve mathematics, science, and targeted secondary reading education through professional development delivered by the Education Services Districts over a four-year period through a three-tiered system in the form of competitive grants, improvement agreements and intensive intervention, and support for specified targeted activities. Maintains the Recruiting Diverse Washington Teachers Program to recruit and provide training and support for diverse high school students to enter the teaching profession, including targeted recruitment; academic & community support services for students to help

them overcome possible barriers, such as tutoring, advising, and mentoring; & camps and workshops on college campuses.